DOCUMENT RESUME

ED 347 834 FL 020 498

AUTHOR	Johnson, Dora E.
TITLE	Expansion and Computerization of Materials and Supplementary Resources for "A Survey of Materials for the Study of the Uncommonly Taught Languages." Final Report.
INSTITUTION	Center for Applied Linguistics, Washington, D.C.
SPONS AGENCY	Office of International Education (ED), Washington, DC.
PUB DATE	24 Jun 86
CONTRACT	G008302220; MDA904-85-H-0003
NOTE	72p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Audiovisual Aids; Computer Assisted Instruction; Computer Oriented Programs; *Database Design; *Databases; *Instructional Materials; Program Descriptions; Program Development; Publishing Industry; Second Language Instruction; Textbooks; *Uncommonly Taught Languages

ABSTRACT

The process of development of a computerized database of instructional materials for the uncommonly taught languages is described. Content of the database includes information on materials for instruction in the less commonly taught languages, some previously stored in a semi-automated file. These include references and information on basic tools, human resource, publishers and distributors of books and audiovisual materials, and materials for computer-assisted instruction. This report details the process of moving the files to a computerized system and provides samples of the different types of materials as they exist in the database to date. The bulk of the report is in appendixes, which include bibliographic and other file samples and the forms used in the survey to gather file contents. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EXPANSION AND COMPUTERIZATION OF MATERIALS AND SUPPLEMENTARY RESOURCES FOR 'A SURVEY OF MATERIALS FOR THE STUDY OF THE UNCOMMONLY TAUGHT LANGUAGES'

ED347834

Final Report on G008302220

Dora E. Johnson

Submitted to

Division of International Studies
UNITED STATES DEPARTMENT OF EDUCATION

June 24, 1986

Center for Applied LInguistics
Washington, D.C.

NOTED

FL 020 498

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Government
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

During the period of above-referenced grant, *The Survey of Materials for the Study of the Uncommonly Taught Languages* (henceforth *Survey*) was moved from a semi-automated file of references on basic tools of access to a fully-computerized database. The database was expanded to include information on human resources, publishers and distributors of books and audiovisual materials on the less commonly taught languages, and computer-assisted instruction (CAI) materials. This report details the process of moving the files to a computerized system and provides samples of the different types of materials as they exist in the database to date.

The *Survey* files have existed for approximately 17 years and the primary effort in maintaining them has been to keep track of basic tools of access, i.e., textbooks, readers, grammars and bilingual dictionaries, for the less commonly taught languages (LCTL), plus audiovisual information when it was available. In addition to maintaining these files, CAL disseminated the information through the publication of bibliographies, and responding to queries by letter and telephone and in person. CAL has been the major institutional resource on the state of the art regarding the development and availability of materials in the LCTLs for these many years.

As part of our collection activities, we also informally accumulated references for publisher and distributor resources, human resources and, more recently, CAI materials. Questions concerning these areas were answered on an individual case-by-case basis by the *Survey* staff, and as the files expanded, the need to formalize these resources increased. As a result of the grant activity (9/15/83-3/15/86), the informal categories of information on publishers, human resources, etc., are now part of a computerized database in addition to the files on print materials.

The funds for this project were made available through a grant from the Department of Education, Division of International Studies, which was supplemented by a grant from The National Security Agency (Grant No. MDA904-85-H-0003).

Print Materials. At the beginning of the grant period, the print materials files were on a word processor (CPT) and were semi-automated. As part of the original activity of putting the *Survey* material onto the word processor, the staff had ensured that diacritics were properly marked in the text. The same care was taken in transferring the text to the computer (IBM-PC). Although at the time (1983), there were not many suitable graphics options available, we carefully researched the field and settled on the Fancy Font system which allows us to output the materials with their proper diacritics.

The procedure of transferring the materials from the word processor to the IBM-PC was a reasonably straightforward one, although we had underestimated the amount of time the editing, including the processing of diacritics and special letters, would take. One serious setback was the loss of the diacritics in the first transfer, which necessitated doing more manual editing of the text than we had originally planned. Hence, our attention in the first year was largely devoted to transferring, editing, and putting into place the database files, plus making sure that the diacritics were properly accounted for.

However, our concern with the technical aspects did not mean that we ignored the content material of the *Survey*. We continued to add new entries to the database, update older material, and to solicit new information from our traditional sources, such as catalogs, book lists, bibliographies, journals, etc. We also continued to seek even more recent material through our network of persons involved in the development of materials, and those who also make it a point to keep abreast of work being done in their language areas.

The nature of the material that we collect and add to the files is still that of a comprehensive survey and not a selected list. However, we do tend to be a bit more selective when adding materials to the "high volume" language files. Thus, references for Japanese, Modern Standard Arabic, Chinese as well as Portuguese are

somewhat more selective, based on our judgment in consultation with experts. We should also note that we have "retired" a substantial number of older references in all categories in the other languages, especially when we are certain that the books or manuscripts are virtually unavailable, and something else can adequately be used in their place.

There were some expansions of the types of information included in the database. In this area, we now have a section which includes Arabic technical dictionaries. Whereas even as late as 1980, there were not many subject-specific dictionaries, since then a number of these publications have appeared in substantial enough numbers, thus alerting us to the need to include them as a separate section within this language category. ("Substantial" in this instance should be interpreted within the framework of LCTLs, which means that they are not that many when compared to the commonly taught languages.) In the future, we anticipate that the same category will be created for the technical dictionaries being produced for Indonesian.

On the whole, materials for the less commonly taught languages continue to be produced and/or revised at a reasonable pace. The development is fairly even among the areas of the world except for Southeast Asia and the Pacific. The languages of Papua New Guinea and Australia, and to some degree, the smaller languages of Indonesia and Malaysia, have been the object of research and study in the last 10 years, and recently there has been an increase in the publications about these languages--research as well as teaching and learning materials. We have also added a number of South American Indian languages to the *Survey*.

During the grant period, we also continued an activity that we had begun several years earlier, namely,to include more specific information about audiovisual materials. Although the information has been quite difficult to find at times, we have made concerted efforts to note, as well as to provide information about, the

number of tapes or cassettes, and the number of hours/minutes of programming, and we are pleased with the results. Information on films, slides and videotapes is also sought and noted. We continued to update old entries, and we are pleased with our efforts to complete previous references where the information about audiovisual materials was insufficient. Wherever possible, we have also included information about where to obtain these materials--particularly when the tapes are available from a source different than the textbook. Thus entries now include the addresses whenever it is possible to provide them.

The print materials, as they now exist, are arranged by geographical area and are searchable by language name, type of material, and audio-visual material. The information as it is provided to the inquirer is similar to format of the *Survey* provided in Appendix A of the report.

At the beginning of the present grant period, the database included approximately 9,000 entries covering some 1,000 languages.The files now include information on some l,091 languages, and there are approximately 9,300 entries. All new and udpated material is tagged and identified.

Publishers and Distributors. A frequent question we are asked has to do with locating of books and audiovisual material. Some of this information is easily available, such as the whereabouts of the Foreign Service Institute materials, which are now distributed by a number of retailers. Information on other material is not as easily obtainable. partly because of specialization, and partly because book dealers who distribute materials in the LCTLs normally do not have budgets which allow them to advertise widely unless they belong to a larger organization, such as Barnes & Noble or the French & European Publications group in New York City which also has a large inventory of uncommonly taught language materials. Over the years, we have informally kept track of these retailers, and have referred people to them. During the grant period, we formalized the retailer list. The information

now includes address, phone number, availability of catalog, location and type of material, e.g., linguistic area such as Eastern European languages and an annotation when necessary. The retailer file now includes approximately 97 entries. We have dealt primarily with publishers and distributors in the U.S., with the exception of some of the larger firms in Europe, such as E.J. Brill in The Netherlands. There are also a few Canadian firms included. The catalogs and lists we receive from these firms housed at CAL, although primarily for in-house use, are available for consulting by visitors. (See Appendix B for a sample of the publishers and distributors list.)

As noted in the previous section on print materials, the entries for books which are published overseas or have limited distribution now include the names of distributors. In the past we were reluctant to include such information in printed form because manually updating frequently changing information such as retailers of books is a problem. We kept track of this information inhouse and provided it on an individual basis. Computerization has given us the opportunity to make the information on availability and where to obtain some of the materials as part of the information about the text (when deemed necessary), although these references will continue to be subject to frequent change and will need constant checking.

Computer Assisted Instruction (CAI) Materials. When we first proposed adding CAI materials to the files of the *Survey*, we knew that there was little available for the LCTLs. This is still the case, although increase of CAI materials in general since that time has made keeping track of what is being developed a major proposition. Much of the courseware being developed is incomplete, and often experimental--even rudimentary. Much of it is also difficult to assess. Unlike print materials, the equipment necessary to review these materials is not necessarily easily available, and publishers and/or authors are willing to send us small samples which are obviously their "successes". Even then they are hard to obtain, and reviewing them

is an incredibly time-consuming process, the costs of which the grants could not cover. However, it is important that keeping track of what is being developed continue--in fact, we believe this area should be upgraded to operate as a project in itself in order to ensure keeping the public informed about the field.

Shortly after we began collecting information on CAI materials, the ERIC Clearinghouse on Languages & Linguistics (ERIC/CLL) also initiated such a project. We both agreed that a joint effort to collect this information was in order. We agreed at that time that the resources for innovations (if any), taking opportunity of new technologies, language learning theories and behavior issues (although limited), were happening in the field of the commonly taught languages, so we decided to include information on courseware for Spanish, German, etc., to the database. We now have some 500 items for CAI in the database, and about 100 items which need to be incorporated. A sample of the type of information we try to answer is included in Appendix C, although we must caution again that we have not physically handled these programs.

We have begun to receive information on increased activity in the use of computers in the LCTLs, including those with non-roman alphabets. We believe this has something to do with the proliferation of the graphic capabilities of computers, and more specifically their availability on personal computers. What the quality of these programs will be is open to question, but we expect to see enough materials for CAI in the less commonly taught languages, so that future activity by the *Survey* staff will most likely concentrate only the LCTLs and refer the other courseware to ERIC/CLL. However, we expect that the information collection will continue to be a shared activity.

As part of the CAI database development, we consulted with CALICO at Brigham Young University, and have shared information with that organization as they have with us. We have also mutually shared information with the Language

Analysis Project at the University of Pennsylvania, and expect this collegial relationship to continue. CAL staff regularly attend the Interagency Language Roundtable, and Dora Johnson is on the CALL committee of the ILR. CAL staff have also attended a variety of "show and tell" sessions in the Washington area (including one hosted by NSA), and they attend and contribute to the CALICO conferences.

The question was raised at one point as to whether it would be possible for all the organizations who collect information on CAI materials to house this information in one place. There seems to be tacit agreement that such a centralized clearinghouse is desirable, but its final location and manner of funding and operation is still unclear.

The project staff also participated in putting together an information sheet on what kinds of questions to ask when ordering CAI materials. This publication is available through ERIC/CLL (see Appendix D).

Testing materials. No material has been collected in this area. There is a consensus that there are few tests available in the LCTLS, particularly proficiency based ones. The text-based ones are usually designed for in-house purposes, and are rarely available for broader dissemination. We have not figured out an efficient method of collecting this information and plan to try a variety of options, e.g., there is a specific question on the human resources questionnaire (which is discussed in a later section) which asks about tests developed by individuals.

Human resources. Developing the human resources file was one of the more challenging, but potentially most useful, of the undertakings of this project. Because of our broad network and collegial relations with institutions and individuals in this country and around the world who often are more than glad to act as resources, we have developed a substantial, informal network of persons working in the LCTLs which is probably unparalleled elsewhere. We have for a long

time hoped to formalize this network and the grant period has allowed us to take major steps foward. In the initial phases of this project, we have concentrated on designing an appropriate questionnaire and continue to encourage people to return the completed forms to be included in the database.

Our intent in developing the human resources database was to not only compile a list of experts and resources who had proficiency in, or were able to act as resources for, a particular language or group of languages, but also to begin collecting information of a cross-disciplinary nature. Thus, the questionnaire was designed to also ask for degrees and/or experience in fields outside of those traditionally associated with the language . We were also interested in the personal resources (e.g., private library collections) the individual had in his or her possession or had easy access to. And, of course, we were concerned with the public nature of such information and whether respondents would have any hesitations or qualifications regarding being listed in such a database.

The first drafts of the human resources questionnaire were carefully scrutinized by some of the staff at CAL, and then sent out to eight consultants who provided us with excellent feedback. There was consensus that the questionnaire should meet the following criteria: (1) The questions should be relevant to academia as well as those outside of academia; (2) within academia, it should provide for scholars and experts as well as persons who, for example, are teaching assistants, or are trainees from another country; (3) it should not take any more than 30 minutes to complete. We believe the questionnaire meets all those criteria. As far as we can determine, the questions are clear, and we are keeping close track of any possible ambiguities. Samples of the questionnaire (including one which is completed with the identification deleted) are provided in Appendix E. The framework for the human resources database is now in place, and responses to the questionnaires are being returned. We anticipate that eventually this database will be a central resource to

all persons in the LCTL community, assuming, of course, that continued funding for it can be found.

Work on this project was primarily an in-house activity. Staff included Dora Johnson, who directed the project, and did much of the collecting of information, the annotating and checking of materials and content editing. Debbie Hatfield worked closely with the programmers on each stage of setting up the format of database, and spent much time on the editing of the *Survey* on the computer. John Brosseau acted as programmer in the early stages of the project and assisted in determining the types of software that we are now using. Bertil von Knorring designed many of the diacritics and letters and worked closely with the staff in designing programs that were relatively easy to use--not an easy task! Other staff members who provided input were John Clark, who acted as senior advisor throughout the whole project ; Katherine Langan who spent many hours checking references at the Library of Congress, and Martha Clark, who compiled most of the information for the publishers and distributors database. Laura Wenzel of the ERIC/CLL staff did the lion's share of the CAI database. No staff member was assigned to this project full time, except Debbie Hatfield for a portion of Year 1.

Consultants for the project were: Jack Hermansen (Planning Research Corporation) who provided the project staff with feedback on the final format of the database; Terrence McPartland (Academic Computer Center, Georgetown University), who assisted with the design of the questionnaire and provided the format for the database of the human resources file. Both persons were very helpful in helping us "debug" some of the inevitable problems that come when transferring material from one system to another.

Persons who provided us with feedback on the questionnaire were, Eleanor Jorden (Cornell University); Martha J. Hardman-de-Bautista (University of Florida, Gainesville), who also asked one of her Aymara research assistants/students to

provide feedback; Judy Leidy (Indiana University); David Dwyer (Michigan State University); Ernest McCarus (University of Michigan); Donna Christian (CAL); Arnold Zwicky (The Ohio State University, Columbus); and Terence Langendoen (City University of New York).

Some of the persons who provided input at various times on the print materials include Bernard Comrie (University of Southern California), Charles Gribble (The Ohio State University), Franklin Huffman (Cornell University), Clea Rameh and Ricardo Paiva (Georgetown University), Rosanne Rocher (University of Pennsylvania), A. Ronald Walton (University of Maryland), Gernot Windfuhr (University of Michigan), Monica Devens (Modern Language Association), Lucy Briggs (Hanover, NH), and James Laesch (Institute of Liberian Languages, Monrovia, Liberia). We were also quite fortunate to be able to take advantage of the comments by experts for another project here at CAL which was involved in reviewing in detail basic tools of access for some 40 languages.

We did encounter some problems as we have noted elsewhere in this report. The technical problems were many. We began our project at a time when the technology for personal computers was still somewhat rudimentary for the work that we wanted to do. Thus we came up against the now familiar story of each step taking much more time than we originally anticipated, despite the fact that we had very good technical help. We also encountered the usual problems of machines breaking down at crucial times. However, the most instructive (and unanticipated) challenge was moving a labor intensive project to a mechanized one including formalizing a lot of information that was in disparate places and in the heads of the staff who had been working in this area for many years. In fact, the staff have spent many weeks of volunteer time beyond the end of the grant ensuring that the major problems have been dealt with. There are still some problems that need to be

ironed out, but we think they are minor. On the whole, we are pleased with the overall design of database.

The *Survey* database at present includes all the information we have collected to date: files of the print and audiovisual materials, a file of publishers and distributors of materials, a CAI file, and a human resources file. The transferring of this information to a computer and developing this database has provided us, and subsequently we assume our clients, with a reference resource that is comprehensive and reasonably easy to use.

BALUCHI

Barker, Muhammad Abd-al-Rahman and Aqil Khan Mengal. A Course in Baluchi. Ithaca, NY: Spoken Language Services, Inc., 1980. 2 vols. [Reprint of McGill 1969 ed.] [O.P.] Cassettes (19), tapes. [Text, cassettes or tapes (34) also available from NAC/GSA] [ED 034 992/3 Resumé only] [O.P.]

May be used for self-instructional purposes. Designed to give speech and reading practice. In the 20 units of Vol. I, grammar is introduced in dialogues and basic sentences, and explained in structural terms. There are substitution, transformation, and response drills and exercises. Emphasis is on the Rakshani dialect. In units 21-30 of Vol. II, the Arabic script as employed for Baluchi is introduced, followed by graded readings of prose and poetry, with translations and some notes. Vol. II also includes a recapitulation of material in Vol. I with grammatical and lexical drills. Appended are a Baluchi-English glossary and an English-Baluchi finder list. Grammar index. [NDEA]

Dames, M. Longworth. A Textbook of the Balochi Language; consisting of miscellaneous stories, legends, poems, and Balochi-English vocabulary. Trans. by Jamiat Rai and R.S. Diwan. Lahore, Pakistan: Printed by the Superintendent, Govt. Print., Punjab, 1922. Various pagings.

Collett, N.A. A grammar, phrase book & vocabulary of Baluchi (as spoken in the Sultanate of Oman). [Distr. Leiden, Netherlands: E.J. Brill, 1983]. x, 171 pp.

Elfenbein, Josef H. The Baluchi Language: A Dialectology with Texts. (Royal Asiatic Society Monographs, Vol. 27) London, England: Luzac and Co., [Distr. Leiden, Netherlands: E.J. Brill], 1966. iv, 48 pp.

A general comparative study on the six major dialects of Baluchi, and their subdialects. The criteria used in analysis are phonology, morphology, syntax and lexicon. Brief outlines of each dialect with some examples are provided. Samples of texts with translations and notes compose the last two chapters of the book. Phonemic transcription used throughout. Short Baluchi-English glossary. Maps.

Frolova, V.A. Beludžskij jazyk. (Yaziki zarubežnogo vostoka i afriki) Moscow, USSR: Izdatel'stvo voto>cnoj literatury, 1960. 68 pp.

Intended as an introduction to Baluchi. Deals with phonology and morphology. Map. Bibliography.

Gilbertson, George W. The Baluchi Language: A Grammar and Manual. Hertford, England: S. Austin and Sons, 1923. xvi, 312 pp.

A pedagogical reference grammar, traditional in approach. Deals with parts of speech. Brief chapter on syntax. Numerous examples follow items described. Appended is an extensive list of unrelated sentences and texts with translations. Roman transcription used throughout.

Leech, R. "Grammar of the Balochky Language." Journal of the Royal Asiatic Society of Bengal 7:2.608-. (1938).

Morgenstierne, G. "Neu-iranische Sprachen." Handbuch der Orientalistik. 1, Abt. 4, Bd. 1 Abschnitt. Leiden-Kíln, 1967. [Reprint of 1958 ed.]

Phonetics, morphology (essential characteristic traits), distribution, bibliography.

Ahmad, Mumtaz. Baluchi Glossary. A Baluchi-English Glossary: Elementary Level. Kensington, MD: Dunwoody Press, 1985. viii, 150 pp. [Box 400, Kensington, MD 20895]

A glossary of approximately 2500 entries of Baluchi words and phrases used in everyday discourse, contemporary Baluchi newspapers and periodicals, and publications found in Pakistan and Iran. Entries in Perso-Arabic script, modified phonemic transcription plus gloss. Grammatical categories provided. Intended as an aid for review, and development of curriculum materials.

Elfenbein, Josef H. A Vocabulary of Marw Baluchi. (Quaderni della Sezione Linguistica DEGLI

Annali, 2) Naples, Italy: Istituto Universitario Orientale di Napoli, 1963. 107 pp.

Contains all the words occurring in the published Marw texts, with citation and line. Very common words are identified. Baluchi–English vocabulary and English–Baluchi index.

Gilbertson, George W. English–Balochi Colloquial Dictionary. Hertford, England: S. Austin and Sons, 1925. 2 vols.

Comprehensive dictionary. The Baluchi glosses are in transliteration. Etymological and comparative information also provided. Illustrative sentences.

Mayer, Thomas John Lee. English–Biluchi Dictionary. Lahore, Pakistan: Sheikh Mubarak Ali, 1975. 219 pp. [Reprint of 1909 ed.]

Baluchi equivalents are in Roman transcription. Parts of speech indicated.

PUBLISHERS & DISTRIBUTORS

```
*C
Associated Technical Services - Book Division
855 Bloomfield Ave.
Glen Ridge, NJ 07028
201/748-5673
*
catalog
*K
PUBL/TL=WORLD/LOC=US
*E

*C
African & Caribbean Imprint Library
Box 350, 410 W. Falmouth Hwy.
Falmouth, MA 02574
617/540-5378
*
*K
PUBL/TL=CREOLES/TL=SSAFR/LOC=US
*E

*C
African Universities Press
Pilgrim Books Ltd.
PMB 5617
Ibadan,
Nigeria
*
*K
PUBL/TL=SSAFR/LOC=OS
*E

*C
Alicorn Books
3428 Balboa Street
San Francisco, CA 94121
415/221-5522
*
*K
PUBL/TL=GAELIC/LOC=US
*E

*C
Alpha Recorded Tape, Inc.
2970 Scott Blvd.
Santa Clara, CA 95050
*
*K
PUBL/TL=CHINESE/TL=TAGALOG/TL=VIETNAMESE/LOC=US
*E
```

```
*C
Angelescu Book Service
18000 Fairfield
Detroit, MI 48221
313/861-5342
*
*K
PUBL/TL=ROMANIAN
*E

*C
Annapurna Publications
P.O. Box 465
Santa Rosa, CA  95402
707/523-1726
*
*K
PUBL/TL=CHINESE/TL=JAPANESE/TL=HINDI/TL=TIBETAN/LOC=US
*E

*C
Arka Company
48 East 7th Street
New York, NY 10003
212/473-3550
*
*K
PUBL/TL=UKRAINIAN/LOC=US
*E

*C
Asia Book Corporation of America
94-41 218 Street
Queens Village, NY 11428
*
*K
PUBL/TL=EASIAN/LOC=US
*E

*C
Asia Books
P.O.Box 873
Carbondale, IL 62901
*
*K
PUBL/TL=SEASIAN/LOC=US
*E

*C
Asian Educational Services
PO Box 4534
New Delhi 11016, India
*
*K
PUBL/TL=SASIAN/LOC=OS
*E
```

```
*C
F. Ungar Publishing Co.
250 Park Avenue South
New York, NY 10003
*
*K
PUBL/TL=WORLD/LOC=US
*E

*C
U.S. Government Printint Office
Superintendent of Documents
Washington, DC  20402
202/783-3238
*
catalog, subscription service, monthly catalog, government periodicals and
subscription services, subject bibliography index, government depository
libraries; standing orders service, contact: Sales Media Branch, Stop SSOS,
at the above address, or telephone 202/275-3314.
*K
PUBL/TL=WORLD/LOC=US
*E


*C
Universal Bookstore
5458 North 5th Street
Philadelphia, PA 19120
215/549-2897
*
*K
PUBL/TL=WEUR/TL=EEUR/LOC=US
*E

*C
Vietnamese Bookstore
P.O. Box 720065
Houston, TX 77272-0065
713/498-1474
*
catalog
*K
PUBL/TL=VIETNAMESE/LOC=US
*E

*C
Yale University Press
92-A Yale Station
New Haven, CT 06520
203/432-4969
*
*K
PUBL/TL=EASIA/LOC=US
*E
```

```
*C
Yugoslavica
47 Keegan Drive
Toronto, Ontario, Canada M3J 1G1
416/630-1675
*
*K
PUBL/TL=EEUR/LOC=CAN

*C
Zieleks Publishing Co.
11215 Sageland Drive
Houston, TX 77089
713/481-3783
*
catalog
*K
PUBL/TL=VIETNAMESE/LOC=US
*E
```

*C
PROGRAM TITLE
Computer Assisted Instruction: Arabic

AUTHOR
Dr. Victorine C. Abboud

AVAILABILITY
Dr. Victorine C. Abboud, Director, Computer-Assisted Instruction Laboratory, Center for Middle Eastern Studies, The University of Texas at Austin, 2601 University Ave., Austin, TX 78712, (512) 471-6161, (512) 471-3881

TARGET LANGUAGE
Arabic

*SKILL TYPE
One program for the writing system and one program for vocabulary and reading comprehension

PROFICIENCY LEVEL
Starts at basic levels

COMPUTER MAKE/MODEL
DEC10, DEC20, Apple II, IBM-PC, WICAT system 150

COPY RESTRICTIONS
Copyrighted

LAST INFORMATION UPDATE
2/1/84

*F
TL=ARABIC/SK=W/SK=V/SK=R/PR=B/PR=I/PR=A/HW=DEC/HW=APPLE/HW=IBM-PC/HW=WICAT
*E

*C
PROGRAM TITLE
Basic Chinese: Introduction to Chinese Characters

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

AUTHOR
C. C. Cheng

TARGET LANGUAGE
Chinese

*SKILL TYPE
Vocabulary, reading

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

LAST INFORMATION UPDATE
8/16/84

*I
TL=CHINESE/SK=V/SK=R/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Chinese Lessons

AVAILABILITY
Computer Translation, PO Box 7004, University Station, Provo, UT 84602,
(801) 224-1169

PRICE AND ORDER NUMBER
$29.95

TARGET LANGUAGE
Chinese

*SKILL TYPE
Vocabulary, writing

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
Apple II

SYSTEM REQUIREMENTS
48K

CONTENTS (PHYSICAL DESCRIPTION)
Disk, menu-driven

NOTES
11 lessons, 200 terms, teaches proper stroke sequence, uses color graphics and sound

LAST INFORMATION UPDATE
7/26/84

*I
TL=CHINESE/SK=V/SK=W/PR=B/HW=APPLE
*E

Check when Hebrew IL

*C
PROGRAM TITLE
Compu-dikduk

AVAILABILITY
Davka Corporation, 845 N. Michigan Ave., Suite 843, Chicago, IL 60611, (312) 944-4070

PRICE AND ORDER NUMBER
Apple: 103-A, $25.00
TRS-80: 103-R, $25.00
Atari: 103-I, $25.00

TARGET LANGUAGE
Hebrew

*SKILL TYPE
Grammar

PROFICIENCY LEVEL
Intermediate

COMPUTER MAKE/MODEL
Atari; Apple; TRS-80

LAST INFORMATION UPDATE
2/1/84

*I
TL=HEBREW/SK=G/PR=I/EL=E/EL=M/EL=H/EL=C/EL=A/HW=ATARI/HW=APPLE/HW=TRS-80
*E

*C
PROGRAM TITLE
Dynamic Hebrew Dictionary

AVAILABILITY
Davka Corporation, 845 N. Michigan Ave., Suite 843, Chicago, IL 60611.
(312) 944-4070

PRICE AND ORDER NUMBER
104-A; $50.00

TARGET LANGUAGE
Hebrew

*SKILL TYPE
Vocabulary (nouns)

PROFICIENCY LEVEL
Beginning, intermediate

COMPUTER MAKE/MODEL
Apple

CONTENTS (PHYSICAL DESCRIPTION)
Four disks

NOTES
Sample disk available: 104-AS, $15.00 (price is deductible from total if set
is purchased at a later time)

LAST INFORMATION UPDATE
2/1/84

*K
TL=HEBREW/SK=V/PR=B/PR=I/HW=APPLE
*E

*C
PROGRAM TITLE
Hebrew Alphabet

AVAILABILITY
Computer Island, 227 Hampton Court, Staten Island, NY 10312, (212) 948-2746

PRICE AND ORDER NUMBER
$10.00

TARGET LANGUAGE
Hebrew

*SKILL TYPE
Spelling, writing

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
TRS-80

SYSTEM REQUIREMENTS
16K, color monitor

CONTENTS (PHYSICAL DESCRIPTION)
Tape

NOTES
Self-study

LAST INFORMATION UPDATE
8/1/84

*K
TL=HEBREW/SK=S/SK=W/PR=B/HW=TRS-80
*E

*C
PROGRAM TITLE
Hebrew, First and Second Semester

AUTHOR
Peter Cole, John D. Eisenberg, Robert J. Leibowitz,
Bered Nachson, Merrick Simlin, Roberta Stock, Avram Ziv

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Hebrew

*SKILL TYPE
Grammar, spelling, vocabulary

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

SYSTEM REQUIREMENTS
Touch screen

NOTES
Uses graphics, underlines spelling errors and pinpoints missing words

LAST INFORMATION UPDATE
8/21/84

*I
TL=HEBREW/SK=G/SK=V/SK=S/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Shalom Home Study Course in Modern Hebrew

AUTHOR
Edward F.Kellogg, Jr.

AVAILABILITY
Ehud International Language Foundation, PO Box 2082, Dollar Ranch Station,
Walnut Creek, CA 94598

TARGET LANGUAGE
Moderm Hebrew

PROFICIENCY LEVEL
Beginning

EDUCATIONAL LEVEL
High school through adult

NOTES
Employs EHUD method, a simplified method for learning a second language

LAST UPDATE
1/30/85

*I
TL=HEBREW/PR=B/EL=H/EL=C/EL=A
*E

*C
PROGRAM TITLE
Hindi I and II

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Hindi

*SKILL TYPE
Grammar

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO Hindi Keyset

SYSTEM REQUIREMENTS
Plato-Hindi Keyset

LAST INFORMATION UPDATE
8/21/84

*I
TL=HINDI/SK=G/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Japanese Postpositions

AUTHOR
J. M. Unger, Dave Ashworth, Joe Hebert

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Practice with particles

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

SYSTEM REQUIREMENTS
Touch screen

LAST INFORMATION UPDATE
8/21/84

*K
TL=JAPANESE/SK=G/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Japanese Telephone Quiz

AUTHOR
J. M. Unger, Dave Ashworth, Joe Hebert

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Review of idioms used in telephone conversations

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

LAST INFORMATION UPDATE
8/21/84

*I
TL=JAPANESE/SK=C/SK=V/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Japanese Verb Forms

AUTHOR
J. M. Unger, Dave Ashworth

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Basic allomorphs of Japanese verbs

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Use of animated displays; drills with corrective feedback

LAST INFORMATION UPDATE
8/21/84

*K
TL=JAPANESE/SK=G/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
On Location

AUTHOR
Ray Haneyama

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Review Japanese constuctions which describe locations

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Three different types of quizzes

LAST INFORMATION UPDATE
8/21/84

*K
TL=JAPANESE/SK=G/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Common Kanji Pronouns

AUTHOR
J. M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Vocabulary

PROFICIENCY LEVEL
Intermediate

COMPUTER MAKE/MODEL
PLATO

NOTES
Lesson requires short answers in romanization and provides immediate feedback

LAST INFORMATION UPDATE
8/21/84

*I
TL=JAPANESE/SK=V/PR=I/HW=PLATO
*E

*C
PROGRAM TITLE
Japanese Bingo

AUTHOR
Mutsuyo Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese (Hiragana, Katakana, Kanji)

SKILL TYPE
Allows practice in recognizing the three types

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

LAST INFORMATION UPDATE
8/21/84

*I
TL=JAPANESE/SK=R/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Japanese Language

AUTHOR
Mutsuyo Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Clarifies some homonyms and synonyms

PROFICIENCY LEVEL
Beginning, but assumes the expressions have been encountered

COMPUTER MAKE/MODEL
PLATO

NOTES
Romanized type, feedback

LAST INFORMATION UPDATE
8/21/84

*K
TL=JAPANESE/SK=V/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Order and Direction of Strokes in Writing Kanji

AUTHOR
J. M. Unger, Mutsuyo Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Reading, writing

PROFICIENCY LEVEL
Supplement at any level

COMPUTER MAKE/MODEL
PLATO

NOTES
Kanji are identified by radical and residual stroke-count just as they would be in a Chinese-Japanese dictionary; observe pen strokes in writing of all 2,965 Japanese Industrial Standard Level-1 kanji; reinforcing and drilling kanji recognition

LAST INFORMATION UPDATE
8/28/84

*K
TL=JAPANESE/SK=W/SK=R/PR=B/PR=I/PR=A/HW=PLATO
*E

*C
PROGRAM TITLE
Reading Katakana

AUTHOR
J. M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Translate words written in katakana to romanized version and English

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
First in a series of lessons based on Jorden's "Reading Japanese"

LAST INFORMATION UPDATE
8/28/84

*K
TL=JAPANESE/SK=R/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Review of Inflected Forms

AUTHOR
Ray Haneyama

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Translate English sentence to Japanese

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Practice using verb, adjective, and copula constructions presented in Jorden's "Beginning Japanese"

LAST INFORMATION UPDATE
8/28/84

*K
TL=JAPANESE/SK=R/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Sekigahara: A Japanese Language Review Game

AUTHOR
J. M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Numbers and counters and verb forms

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Interterminal game of strategy--each move requires input of two Japanese words from a set of 121 possibilities

LAST INFORMATION UPDATE
8/28/84

*I
TL=JAPANESE/SK=G/SK=V/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Sentence Modifiers in Japanese

AUTHOR
J.M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Write sentences using relative clause construction in Japanese

PROFICIENCY LEVEL
Beginning, intermediate

COMPUTER MAKE/MODEL
PLATO

NOTES
Based on Lesson 19 of Jorden's "Beginning Japanese;" uses graphics

LAST INFORMATION UPDATE
8/28/84

*I
TL=JAPANESE/SK=G/SK=V/PR=B/PR=I/HW=PLATO
*E

*C
PROGRAM TITLE
Syoogun

AUTHOR
Ray Kaneyama

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Review numbers, counters, particles

PROFICIENCY LEVEL
Beginning, intermediate

COMPUTER MAKE/MODEL
PLATO

NOTES
Monopoly-like game which can be played by one to four students simultaneously.
In order to win "yen," students must answer simple questions in Japanese.

LAST INFORMATION UPDATE
8/28/84

*I
TL=JAPANESE/SK=V/PR=B/PR=I/HW=PLATO
*E

*C
PROGRAM TITLE
Telling Time in Japanese

AUTHOR
J. M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Telling time

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Students type in romanized time expression and get immediate feedback

LAST INFORMATION UPDATE
8/28/84

*K
TL=JAPANESE/SK=V/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Verbs of Being: Parts 1 and 2

AUTHOR
Ray Kaneyama, David Ashworth

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Speech levels and honorifics

PROFICIENCY LEVEL
Beginning, intermediate

COMPUTER MAKE/MODEL
PLATO

NOTES
Part 1 introduces Japanese words of being, leading to an understanding of the basic concepts underlying Japanese speech levels and honorifics. Part 2 allows practice in the concepts explained in Part 1. Both lessons use hypothetical situations that structure the entire lesson. Immediate feedback is provided.

LAST INFORMATION UPDATE
8/28/84

*K
TL=JAPANESE/SK=V/SK=C/PR=B/PR=I/HW=PLATO
*E

*C
PROGRAM TITLE
Verbs of Giving and Receiving

AUTHOR
Ray Kaneyama

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Verbs of giving and receiving and the role they play in "keigo" distinctions

PROFICIENCY LEVEL
Beginning, intermediate

COMPUTER MAKE/MODEL
PLATO

NOTES
Immediate feedback and the chance to redo a problem are provided. Final exam.

LAST INFORMATION UPDATE
8/28/84

*I
TL=JAPANESE/SK=G/SK=V/PR=B/PR=I/HW=PLATO
*E

*C
PROGRAM TITLE
Korean 1

AUTHOR
Robert Hall

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Korean

*SKILL TYPE
Korean alphabet ("Hangul") and its orthographic, syllabic, and phonetic aspect

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
No exercises

LAST INFORMATION UPDATE
8/28/84

*K
TL=KOREAN/SK=W/SK=P/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Korean Language

AUTHOR
Simpson

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Korean

*SKILL TYPE
Describes Korean sound system by referring to English equivalents

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
No exercises

LAST INFORMATION UPDATE
8/28/84

*K
TL=KOREAN/SK=F/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Vocabulary Drill

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Norwegian

*SKILL TYPE
Vocabulary

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
One vocabulary test mainly on literary/academic subject matter

LAST INFORMATION UPDATE
8/28/84

*K
TL=NORWEGIAN/SK=V/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Swedish

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Swedish

*SKILL TYPE
Basic grammar, vocabulary

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
28 vocabulary exercises, 5 grammar lessons with exercises

LAST INFORMATION UPDATE
8/28/84

*I
TL=SWEDISH/SK=V/SK=G/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Comparatively Speaking

AUTHOR
Ray Kaneyama

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Adjectival constructions

PROFICIENCY LEVEL
Beginning or remedial

COMPUTER MAKE/MODEL
PLATO

NOTES
Three different types of quizzes require answers in romanization; immediate feedback

LAST INFORMATION UPDATE
8/21/84

*I
TL=JAPANESE/SK=G/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Counting in Japanese

AUTHOR
Chuck Roberts, David Ashworth

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Japanese system of counting

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Immediate feedback to student response

LAST INFORMATION UPDATE
8/21/84

*I
TL=JAPANESE/SK=V/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Hiragana Review

AUTHOR
J. M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784, (800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Brief review, with history of Hiragana, game for drill

LAST INFORMATION UPDATE
8/21/84

*I
TL=JAPANESE/SK=R/SK=W/PR=B/HW=PLATO
*E

*C
PROGRAM TITLE
Introduction to Japanese Phonology and the Table of Hiragana

AUTHOR
J. M. Unger

AVAILABILITY
Control Data Publishing, PO Box 261127, San Diego, CA 92126, (800) 233-3784,
(800) 233-3785 (in CA)

TARGET LANGUAGE
Japanese

SKILL TYPE
Teaches Hiragana tableau and discusses phonological structure of modernJapanes

PROFICIENCY LEVEL
Beginning

COMPUTER MAKE/MODEL
PLATO

NOTES
Student option on feedback

LAST INFORMATION UPDATE
8/21/84

*K
TL=JAPANESE/SK=R/SK=P/PR=B/HW=PLATO
*E

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

Some Questions to Ask About CALL* Software

Basic Considerations

These are essential characteristics of good software. A program lacking any of these criteria should be very carefully reviewed.

1. Are instructions for starting, finishing, and using the program clear?
2. Can you move forward and backward in the program and exit easily at any time?
3. If there is a manual, is it organized in a manner useful to you? (e.g., good table of contents and index)
4. If a help key (for computer operations) is available, is it useful?
5. Are characters on the screen easy to read?

Style

Each program is laid out a little differently, and emphasizes different capabilities, just as books are in unique typefaces and contain varying numbers of pictures. Some aspects of style are essential, such as the ability to erase typos; others, such as detailed feedback for wrong answers, vary in importance, depending on the purpose of the program as well as teacher needs and preferences.

Pedagogical

1. Are the response instructions clear?
2. Is there a second chance to answer a question?
3. How does the program deal with wrong answers? (e.g., it is insulting or confusing to the student)
4. Is feedback provided for wrong answers? (e.g., on-screen explanations, hints, or referrals to associated print materials.)
5. Are the exercises varied and potentially interesting to the student?
6. Is the language authentic and translation, if used, accurate?
7. Can the student control the speed (in other than testing situations)?

Technical

1. Are the program operations annoyingly slow? (e.g., long delays for disk loading or graphics presentation)
2. Can sound effects, such as beeps and cheers, be turned off?
3. Can the student easily erase typing mistakes or other input errors?

Teacher Considerations

Each instructor employs individual teaching methods that will require different services and options in software, or may not require software at all. All of the following questions are value-based, and are intended to help you define how the software will mesh with your overall teaching strategy.

1. Does the program make use of capabilities that are not available through a book?
2. Is the program compatible with the classroom materials already in use?

---

*Computer-Assisted Language Learning

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037

BEST COPY AVAILABLE

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract no. 400-81-0023. The opinions expressed in this report do not necessarily reflect the position or policies of NIE or ED.

3. Is the program suitable for the educational level of your students?
4. Can the program be adapted to both group and individual use?
5. How much time does it take to complete the program?
6. Is there record-keeping capability, and can these records be printed?
7. Can the teacher add or delete items and explanations?
8. What options do students have regarding material they have not mastered? (e.g., Can they skip materials or must they show mastery before continuing?)

Cost

Just as different car dealers offer different options, different software producers provide various services to the consumer. Following are some questions you should ask to find you what you are getting for the money.

1. How much does the program package cost? Can other lower-priced packages perform the same tasks?
2. Are printed materials and pupil worksheets provided?
3. Are back-up copies provided?
4. What are the copyright and licensing arrangements?
5. Is there user support from the company/programmer/retailer?
6. Are sample packages available? If there is a cost attached, can it be applied to the cost of the full course? Or, is there a review period?

Hardware Considerations

These questions help define how the program will fit into existing or prospective technological capabilities.

1. Is the program compatible with your microcomputer's memory and hardware?
2. Will you need to purchase extra equipment to use the program fully? (e.g., mouse, joysticks, graphics cards)

For Further Reference...

CALICO
(Computer-Assisted Language Instruction Consortium)
229 KMB
Brigham Young University
Provo, UT 94602

TESOL CALL-IS (CALL Interest Section)
Roger Kenner
Learning Laboratories
Concordia University
1455 De Maisonneuve West
Montreal, Quebec H3G 1M8, Canada

Higgins, J. and Johns, T. (1984) *Computers in language learning. London, England:* Collins ELT and Addison-Wesley Publishing Co., World Language Division.

Hope, G. R., Taylor, H. F., and Pusack, J. P. (1984) *Using computers in teaching foreign languages.* Orlando, FL: Harcourt Brace Jovanovich, International. (ERIC Document reproduction Service No. ED 246 695, 150pp.)

Wyatt, David. (1984). *Computers and ESL.* Orlando, FL: Harcourt Brace Jovanovich, International (ERIC Document Reproduction Service No. ED 246 694, 140pp.)

Medium (journal)
Public Service Commission of Canada
15 Bisson Street, Room 108
Hull, Quebec, K1A 0M7, Canada
(819) 994-5742

BEST COPY AVAILABLE

CENTER FOR APPLIED LINGUISTICS

INFORMATION FORM FOR LESS COMMONLY TAUGHT LANGUAGE RESOURCE PERSONS

The information on this form will be input to the CAL database on resource persons for the less commonly taught languages. If there are items to which you do not wish to respond, please leave them blank. If you have any restrictions or qualifications regarding to whom this information can be given, please explain in #10 below.

Please print clearly.

1. Name _____
(First) (Middle) (Last)

2. Affiliation/Organization_____

2a. Position

_____

3. Office address_____

_____

_____

_____

_____Zip_____

4. Office telephone (___)_____

5. Home address _____

_____

_____

_____

_____Zip_____

6. Home telephone (___)_____

7. Would you prefer to have correspondence sent to your office or home?

Please check one: _____ Office _____ Home

10. Would you be willing to provide information concerning your major disciplinary area and/or language(s) of specialization in the following ways?

	YES	SOMETIMES	NO
Respond to questions from CAL staff	( )	( )	( )
Respond to questions from other researchers	( )	( )	( )
Respond to questions from graduate students	( )	( )	( )
Respond to questions from private organizations	( )	( )	( )
Respond to questions from U.S. government agencies	( )	( )	( )

If you have any qualifications or reservations regarding the above categories, please list:

PLEASE NOTE THAT YOU MAY CHANGE THE ABOVE DESIGNATIONS OR REMOVE YOUR NAME FROM THE DATABASE AT ANY TIME.

11. For what length of time would you be able to accept a work assignment away from home? Check all that apply.

_____Summer term
_____One-semester
_____Long-term during school year (more than three months)
_____Never

Remarks

---

12. Assuming suitable external support could be found, would you be interested in collaboration with the Center for Applied Linguistics on future projects in your area(s) or language(s) of specialization?

_____Yes

_____No

13. (Voluntary question) Are you a U.S. citizen? _____Yes _____No

14. ADDITIONAL INFORMATION
Please provide us with a list of individuals in your area or related areas you think we should contact to be included in this database.

_____

_____

_____

_____

_____

15. LANGUAGE EXPERTISE AND PROFICIENCY INFORMATION
For your native language (#8) (if you're not currently a fluent speaker of it), and any other language(s), we would like to have an indication of your area(s) of expertise in each language as well as your proficiency in each language. PLEASE PROVIDE THIS INFORMATION ON THE ENCLOSED SHEETS. We have enclosed sufficient sheets for up to three languages. If additional sheets are needed, please photocopy.

8. Your native tongue (mother tongue):

_____ English

_____ Other (specify) _____

8a. Do you consider a language other than your mother tongue as your native language?

_____ Yes

_____ No

Please specify: _____

8b. Are you completely fluent in your native language?

_____ Yes

_____ No

8c. Remarks, if any, on 8, 8a, or 8b _____

_____

9. Among the areas listed below, which field most clearly represents your major disciplinary affiliation? (If more than one, please list in order of importance and number starting with 1)

_____Anthropology
_____Sociology
_____Area Studies
_____Language Teaching/Pedagogy
_____Linguistics
_____Translation/Interpretation
_____Political Science
_____Economics
_____Demography
_____English as a Second Language
_____International Relations
_____Computer Science/ Educational Technology
_____Other (specify) _____

9a. Please list your degrees, starting with the most recently received

Degree _____ Area _____ Date _____

Degree _____ Area _____ Date _____

Degree _____ Area _____ Date _____

CENTER FOR APPLIED LINGUISTICS

LANGUAGE EXPERTISE AND PROFICIENCY INFORMATION FOR:

Name of Language _____

Please use as many of these forms as is necessary to provide detailed information on the languages of specialization as described in #15 on the Resource Persons form. If more forms are needed, please make photocopies.

Your Name _____
(First) (Middle) (Last)

Please respond to all the items on this form with respect to your background/proficiency IN THE LANGUAGE LISTED IN THE BOX ABOVE.

LANGUAGE PROFICIENCY

Please check your self-assessed language proficiency in each of these areas. Check under the NA column if the category is not appropriate for the language. (1=low; 5=high)

	(1)	(2)	(3)	(4)	(5)	(NA)
Speaking						
Reading						
Writing						
Listening						

What special resources do you have available to you in your disciplinary area and/or language of specialization?

1. personal library collection (describe) _____

2. audiovisual materials (describe) _____

3. computer-related materials (describe) _____

4. bibliographies (describe) _____

_____

_____

5. other (please specify) _____

_____

_____

_____

AREAS OF EXPERTISE

Please place a checkmark opposite each of the areas listed below in which you feel you are professionally qualified with regard to the language indentified in the box above.

TEACHING

_____ Elementary
_____ Secondary
_____ Postsecondary
_____ Adult Education
_____ Language School
_____ Supervision of Self_Instructional Materials
_____ Other (describe) _____

TRANSLATION
_____ English into above named language
_____ Language named above into English
_____ Other language combination (describe)

INTERPRETATION
_____ Simultaneous
_____ Consecutive
_____ Escort

TEST DEVELOPMENT
_____ Achievement Tests
_____ Text book based tests
_____ General Proficiency tests
_____ Other (describe) _____
Tests already developed

_____

_____

_____

_____

MATERIALS DEVELOPMENT

----- Language Teaching Materials
----- Beginning
----- Intermediate
----- Advanced
----- Language for Special Purposes
----- Other (describe)

Teaching materials already developed

Grammars
----- Sketch
----- Reference grammar
----- Student handbook
----- Descriptive grammar
----- Pedagogical grammar

Grammars already developed

Dictionaries/Glossaries
----- Bilingual
----- Monolingual
----- Wordlists

Dictionaries/Glossaries already developed

----- Literacy Materials

Literacy materials already developed

Nonprint Materials
_____ Audiotapes
_____ Videotapes
_____ Computer-Assisted Instruction
_____ Other (describe)

Nonprint materials already developed

RESEARCH
Theoretical ---

Applied ---

Sociolinguistics ---

Language Pedagogy ---

OTHER AREAS OF EXPERTISE

LIST IN THE SPACE PROVIDED BELOW THE FIVE PROJECTS (GRANTS, PUBLICATIONS, ACTIVITIES, COURSES, ETC.) WHICH CHARACTERIZE YOUR INVOLVEMENT IN THIS FIELD OVER THE PAST 5 YEARS.

ADDITIONAL COMMENTS

CENTER FOR APPLIED LINGUISTICS

LANGUAGE EXPERTISE AND PROFICIENCY INFORMATION FOR:

Name of Language YAO-MIN

Please use as many of these forms as is necessary to provide detailed information on the languages listed in #10 on the Resource Persons form. If more forms are needed, please make photocopies.

Your Name

(First) (Middle) (Last)

Please respond to all the items on this form with respect to your background/proficiency IN THE LANGUAGE LISTED IN THE BOX ABOVE.

LANGUAGE PROFICIENCY

Please check your self-assessed language proficiency in each of these areas. Check under the NA column if the category is not appropriate for the language. (1=low, 5=high)

Speaking	3
Reading	2
Writing	2
Listening	2

What special resources do you have available to you in your disciplinary area and/or language of specialization?

1. personal library collection (describe)

Dictionary material in romanized script, now obsolete. Being updated

2. audiovisual materials (describe)

Tapes, cassettes (narratives, stories), slides, photos

BEST COPY AVAILABLE

3. computer-related materials (describe)

4. bibliographies (describe)

Personal bibl. collected over 6 yrs;Mien script mats.; bil.mats.

5. other (please specify)

Mien school mats.; vocab lists; literacy mats.; new script read'g mats

AREAS OF EXPERTISE

Please place a checkmark opposite each of the areas listed below in which you feel you are professionally qualified with regard to the language identified in the box above.

TEACHING

	Elementary
y	Secondary
	Postsecondary
y	Adult Education
	Language School
	Supervision of Self Instructional Materials
	Other (describe) Bil. aide; community agent

TRANSLATION

y	English into above named language
y	Language named above into English
	Other language combination (describe)

INTERPRETATION

	Simultaneous
y	Consecutive
	Escort

TEST DEVELOPMENT

	Achievement Tests
	Text book based tests
	General Proficiency tests
	Other (describe)

Tests already developed

BEST COPY AVAILABL

MATERIALS DEVELOPMENT

Language Teaching Materials
y Beginning
Intermediate
Advanced
Language for Special Purposes
Other (describe) Cultural and language materials

Teaching materials already developed

Materials developed are unpublished, but willing to share with others as in past.

Grammars
Sketch
Reference grammar
Student handbook
Descriptive grammar
Pedagogical grammar

Grammars already developed

Dictionaries/Glossaries
y Bilingual
Monolingual
y Wordlists

Dictionaries/Glossaries already developed

Res.Assoc. - Yao-English Dict.,1968; Engl-Yao Dict.,1969 (SEAP, Cornell)

Literacy Materials

Literacy materials already developed

Student stories being written for new literates in new script

BEST COPY AVAILABLE

Nonprint Materials
- Audiotapes
- Videotapes
- Computer-Assisted Instruction
- Other (describe)

Nonprint materials already developed

RESEARCH
Theoretical

Applied

Sociolinguistics

Language Pedagogy

OTHER AREAS OF EXPERTISE

LIST IN THE SPACE PROVIDED BELOW THE FIVE PROJECTS (GRANTS, PUBLICATIONS, ACTIVITIES, COURSES, ETC.) WHICH CHARACTERIZE YOUR INVOLVEMENT IN THIS FIELD OVER THE PAST 5 YEARS.

1981 - Consultant on Mien culture & lang. (CAL, NCBE, UofMich); wrote two articles for UofMich and CAL; 1982-present - Community Agent for Mien students; Mien literacy; 1983 - Consultant for parent involvement project; workshops for sponsors & tutors

ADDITIONAL COMMENTS

BEST COPY AVAILABLE

CENTER FOR APPLIED LINGUISTICS

INFORMATION FORM FOR LESS COMMONLY TAUGHT LANGUAGE RESOURCE PERSONS

The information on this form will be input to the CAL database on resource persons for the less commonly taught languages. If there are items to which you do not wish to respond, please leave them blank. If you have any restrictions or qualifications regarding to whom this information can be given, please explain in #12 below

Please print clearly.

1. Name
(First) (Middle) (Last)

2. Affiliation/Organization Portland Public Schools

2a. Position

Bil.Aide for Mien

3. Office address Glenhaven School

8020 NE Tillamook St.

Portland OR

Zip 97213

4. Office telephone (503) 280-6400

5. Home address

Zip

6. Home telephone

7. Would you prefer to have correspondence sent to your office or home?

Please check one: Office X Home

BEST COPY AVAILABLE

8. Your native tongue (mother tongue): English

8a. Do you consider a language other than your mother tongue as your native language?

8b. Are you completely fluent in your native language?

X Yes

No

8c. Remarks, if any, on 8, 8a, or 8b

9. Among the areas listed below, which field most clearly represents your major disciplinary affiliation? (If more than one, please list in order of importance and number starting with 1)

	Anthropology		Economics
	Sociology		Demography
	Area Studies	1	English as a Second Language
	Language Teaching/Pedagogy		International Relations
	Linguistics		Computer Science/
2	Translation/Interpretation		Educational Technology
	Political Science	3	Other (specify) Adult Mien ESL

9a. Please list your degrees, starting with the most recently received

Degree	Area	Date
Degree	Area	Date
Degree	Area	Date

14. ADDITIONAL INFORMATION
Please provide us with a list of individuals in your area or related areas you think we should contact to be included in this database.

Dr. Herbert C
Univ.

Pasadena CA 91104 05/07/86

C W &
4675 Appian Way, Apt 115

[illegible] 05/07/86